MAKING THE CONNECTION: A HANDBOOK FOR ACADEMIC ADVISORS

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Introduction

Good academic advising helps students succeed at CBU. Academic advisors are representatives of the institution with whom new students develop relationships. Advisors are persons who help students begin to form a connection to the academic community. As students advance, advisors help strengthen that connection by encouraging them to identify and pursue their goals and to discover the campus resources that can enable them to achieve these goals. Advisors can also aid students in their efforts to establish connections to the world outside CBU as they approach graduation and make their plans for careers or further study.

This handbook is intended to help CBU advisors help students “make the connection.” The first section is conceptual. It connects academic advising to our institutional mission and core values. It also presents some of the research that relates advising to teaching. The second section includes information that advisors need to help students make informed decisions. The third section offers ideas for creating positive and productive interactions with students.

The handbook is meant for advisors in all disciplines, veteran advisors as well as novices. New advisors should find a helpful introduction to their work as advisors. Experienced advisors should encounter some new ideas and deepen their understanding of their roles. The handbook should provide a useful reference guide to university policies, procedures, and resources and serve as a supplement to the advisor training program coordinated by the Office of Academic Services.

Part One: Concepts of Advising: What Advisors Should Understand

Academic advising at CBU is grounded in the institutional mission, vision, and core values. Our understanding of advising also reflects current research on advising along with best practices as defined by the National Academic Advising Association, NACADA. Understanding how our work as advisors is informed by these ideas and values can help us to approach that work in more meaningful and purposeful ways.

Institutional Mission

Christian Brothers University is a private, Catholic, comprehensive university committed to preparing students of all faiths and backgrounds to excel in their professional and public lives by providing challenging educational opportunities in the arts, business, engineering, the sciences, and teacher
Advising Vision
Christian Brothers University seeks to be the finest Catholic university in the South whose graduates will be distinguished by professional excellence, leadership, and ethical character. Correlative to the mission and vision are the three Core Values of Faith (“Our belief in God permeates every facet of the University’s life”), Service (“We reach out to serve one another and those beyond our campus”), and Community (“We work to build better communities and a better society”).

These statements provide the foundation for the mission and definition of advising at CBU. Our approach to advising is inseparable from our institutional identity. Because advising at CBU is an extension of our teaching, it should be informed by Lasallian educational principles: respect for each individual as a unique person, an excellent education, a spirit of community, a Christian perspective, a life of service, and a quest for justice and peace.

Advising Mission
Academic advising at Christian Brothers University is a teaching and learning process dedicated to student success. It engages students in creating dynamic plans to realize their personal, educational, and career goals and in developing commitments to lifelong learning and service to society.

Definition of Advising
Academic advising is an intentional process through which a qualified representative of Christian Brothers University assists students in achieving meaningful academic, vocational, and personal goals within a culture of shared responsibility.

Because our mission as advisors is to help students learn to assume responsibility for their decisions as they create their educational plans, our model for advising is advising as educating. The more traditional prescriptive approach relies on the authority of the advisor as one who offers information to advisees and solutions to problems of advisees.

Academic advising as educating aims to enable advisees to engage in realistic self-assessment, to define their goals, to make informed decisions, and to assume increasing responsibility for those decisions. We are privileged to work with students at an important time in their lives: a time of discovery, change, and growth, both personal and academic. As advisors, we desire to help students
make the most of their opportunities to develop habits of reflection and action that they can use throughout their lives.

In adopting a teaching model, we acknowledge that the advising relationship changes as students mature and become more familiar with the university's academic expectations and with the campus culture. First year advisees often need assistance as they navigate the transition between high school and college and as they form connections to the campus community. They may benefit from more frequent contacts with advisors, who can help them develop the attitudes and skills they will need to assume increasing responsibility for their educational choices. More advanced students may need less frequent contacts with advisors, but continue to need guidance as they make or reconsider their decisions about majors, careers, and the plans needed to achieve their goals. Third- and fourth-year students need mentors who can help them make the transition from college to post-graduate studies or careers.

Additional information about advising as teaching is available at:

http://www.nacada.ksu.edu/clearinghouse/advisingissues/advising-as-teaching.htm

For other approaches to academic advising, see

http://nacada.ksu.edu/Clearinghouse/AdvisingIssues/Theory.htm

Objectives of Advising
The advising program at CBU seeks to support the mission of the university within a student-centered learning environment. The advising program personnel includes the faculty advisor and professional staff in the Offices of Academic Services and Student Life and the Career Center. Through this team, students have multiple sources of information to meet curricular requirements as they develop and pursue plans for satisfying careers and meaningful lives. This comprehensive advising program aims to achieve three principal goals:

1. developing individual educational plans
2. fostering personal growth and responsibility
3. strengthening community.

Developing individual educational plans. Each student, with assistance from the faculty advisor and CBU's academic service personnel, will develop an individual educational plan to meet general education and program requirements. In developing the plan, advisors and advisees will seek to achieve the following objectives:
confirmation of the student's major
discussion of professional life goals including career paths and post-graduate work
satisfactory completion of program requirements
completion of annual requirements for progress within the program
development of skills necessary for succeeding in the chosen program
use of campus services and resources needed for academic success

Fostering personal growth and responsibility. In keeping with the teaching model, advising at CBU aims to help students

- learn about themselves: their strengths, weaknesses, skills, aspirations, and values
- identify and pursue academic and career goals based on realistic self-assessment
- consider courses and careers that they might not otherwise consider
- reflect on how their course work is related to career and life goals
- acquire skills and ways of thinking that will continue to develop after graduation
- make the transition to life after CBU

Strengthening community. In keeping with Lasallian core values, advising at CBU seeks to enhance community by building and strengthening relationships across the campus. The advising relationship serves as one way in which students are introduced to the core value of community. Through their work with advisees, advisors help students to connect with the campus community in ways that promote their academic success and the common good. For example,

Students referred by their advisors to campus support services connect with University personnel who staff resource offices like Student Life, Financial Aid, the Career Center, and Campus Ministry.
Students urged by their advisors to participate in campus organizations learn to pursue goals in the company of others.
Students who participate in such organizations form stronger connections to the larger campus community.
Students whose advisors emphasize the value of general education learn what it means to belong to an academic community of lifelong learners.
Students whose advisors model and discuss the values of a discipline are introduced to professional communities that extend beyond the campus.
Students whose advisors encourage them to take advantage of opportunities for service benefit the campus and off-campus groups they serve and form habits of service that can last a lifetime.

In helping students form these connections, advisors strengthen their own ties to the campus community in ways that contribute to the conviction of shared purpose on which it is founded. For example,

Advisors who take advantage of professional development opportunities create community as they share their experiences with others, including their advisees.
Advisors who work with administrators and professional staff to achieve shared goals strengthen professional relationships across the campus.
Advisors who refer students to various campus support services develop a better understanding of the professional expertise offered by those who work in these areas and form relationships that promote the best use of these resources.
Advisors who become well-informed about general education and programs within the
disciplines develop a better understanding of and appreciation for the work of their colleagues across the campus.

**NACADA Core Values**

The Statement of Core Values from the National Academic Advising Association (NACADA) provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves. Those charged with advising responsibilities should reflect the values of the advising profession in their daily interactions at their institutions. In particular, advisors are responsible:

- to the individuals they advise
- for involving others, when appropriate, in the advising process
- to their institutions
- to higher education
- to their educational community
- for their professional practices and for themselves personally

A complete statement of NACADA's Core Values appears at

[http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm](http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm)

**Roles and Responsibilities of Advisors and Advisees**

Advising is most effective when both advisors and advisees have a clear understanding of their roles and responsibilities. These roles and responsibilities are rooted in the teaching model of advising, which aims to help students learn how to make informed decisions as they develop and pursue their educational, career, and life goals.

**Roles of advisors**

The roles of advisors at CBU are based on the model of advising as teaching. These roles are focused on helping students in three major areas:

- **Self-assessment and decision making.** Advisors assist advisees in understanding their strengths, weaknesses, and values and encourage advisees to use their understanding to clarify their educational, career, and life goals.

- **Educational and career planning.** Advisors help advisees develop and follow academic plans to achieve their goals. They also help advisees to understand the relevance of general education as well as major requirements, and they recommend opportunities for personal growth, academic development, and community service.

- **Use of university resources.** Advisors help advisees understand CBU’s academic policies
and procedures, explain academic standards, help advisees identify and address problems related to academic progress, and refer advisees to resources available to support their efforts to achieve their goals.

**Roles of advisees**

The roles of advisees reflect their active and engaged participation in the same three areas:

**Self-assessment and decision-making.** Advisees use the resources available to them to assess their strengths, weaknesses, and values and use their understanding to clarify their educational, career, and life goals. They consult academic advisors and other knowledgeable sources to identify and explore areas of uncertainty or concern.

**Educational and career planning.** Advisees develop and follow academic plans to achieve their goals. They become informed about general education and major requirements and ask questions to ensure their understanding. They keep accurate records of their progress and discuss proposed changes in their plans with their advisors.

**Use of university resources.** Advisees learn about academic policies, procedures, and standards related to their educational plans. They seek to identify and explore the resources and opportunities that will help them achieve academic success and personal growth.

The reciprocal roles described above inform the specific responsibilities of both advisors and advisees. Accepting and meeting these responsibilities will not only foster cordial relationships between advisors and advisees, but will also promote values and behaviors that strengthen the CBU community as a whole.

**Responsibilities of Advisors**

Advisors are responsible for helping their advisees learn how to make informed decisions as they develop and pursue their educational, career, and life goals. Advisors should

- be available to meet with advisees for individual advising appointments
- respond to advising-related emails and other correspondence in a timely manner
- provide accurate information regarding curriculum and academic policies and procedures
- help advisees to develop an educational plan and to monitor progress toward its completion
- refer advisees to academic resources and student services when appropriate
- help advisees to identify opportunities for academic, career, and personal development
- introduce advisees to the student learning outcomes for academic advising and help advisees to achieve them
- strive for interactions that foster understanding and mutual respect
- maintain confidentiality regarding interactions with advisees
Responsibilities of Advisees
Advisees must learn how to make informed decisions as they develop and pursue their educational, career, and life goals. Advisees should

- schedule and keep regular advising appointments, come prepared for each meeting, and participate actively in advising discussions
- check CBU email daily and reply promptly to communication from the advisor and from other members of the CBU faculty and staff
- understand academic policies and procedures located in the catalog and elsewhere on the CBU web site
- develop and follow an academic plan based on realistic self-assessment
- make informed decisions about the choice of major and course schedule and accept responsibility for those decisions, including responsibility for meeting graduation requirements
- use appropriate university resources (the Career Center, the Writing Center, the library, etc.) research internships and extracurricular opportunities that support career goals or personal growth
- strive for interactions that foster understanding and mutual respect

Limitations of Advising
In the model of advising as teaching, advisors are called upon to assume a variety of roles, going well beyond simply providing information to advisees. However, it is important to recognize some limits to the roles advisors may appropriately assume. In particular, advisors should avoid assuming the decision-making responsibilities that belong to advisees and should avoid offering assistance outside the scope of their professional expertise. Specifically, faculty advisors

- should listen sympathetically to advisees' problems and may suggest possible solutions, but advisors cannot and should not attempt to make decisions for advisees.
- cannot increase the abilities or the academic preparations of advisees, but can encourage them to use available resources to develop their abilities.
- cannot reduce the competing demands of school, work, family, and extracurricular activities, but can help advisees develop strategies for achieving balance.
- should not criticize a faculty or staff member to advisees, but can make a friendly approach to any teacher or staff member if the problem involves that person.
- should not betray advisees' confidences, but can seek appropriate professional assistance in helping advisees with minor personal or social adjustment problems.
- should not attempt to handle cases of serious emotional disturbances or to deal with complex problems concerning financial aid, mental or physical health, or personal-social counseling. In such cases, faculty should refer advisees to the appropriate professional personnel through the Office of Student Life.

One of the goals of the advisor training program is to help advisors discern how to balance the desire to help with the need to preserve autonomy and confidentiality of advisees, and to identify the situations that require the intervention of other professionals.
Advising as Teaching and Learning

In moving advising at CBU from a prescriptive to an educating model, the 2011 Quality Enhancement Plan (QEP) urges advisors to view advising as an extension of their teaching. This move is grounded in the teaching mission of the university as well as in current research that emphasizes the integral relationship between good advising and good teaching.

Like good teachers, good advisors help students to acquire necessary knowledge and skills, to think critically about what they have learned, and to synthesize ideas from a variety of sources. According to Marc Lowenstein (2005), advisors help students learn “the overall structure and logic of their curriculum” by teaching them:

- how to find or create the logic of one’s education
- how to view the seemingly disconnected pieces of the curriculum as parts of a whole that makes sense to the learner so that she or he learns more from them
- how to base educational choices on a developing sense of the overall edifice being built by the student
- how to enhance learning experiences by relating them to knowledge that has been previously learned.

In academic advising, as in other kinds of teaching and learning, both advisors and advisees have opportunities for learning and personal growth. Effective academic advising makes possible relationships in which both advisors and advisees can learn more about themselves, their disciplines, and the university community.

Additional information on Advising as Teaching can be found in the resources listed below:


Relationship of Advising to Student Persistence and Retention

Effective academic advising can improve student persistence and retention. In fact, advising expert Vincent Tinto argues, “Effective retention programs have come to understand that academic advising is at the very core of successful institutional efforts to educate and retain students.” Tinto’s research indicates that the institutional factors that tend to affect student learning and success directly include:
(1) high expectations for students; (2) support at all levels; (3) academic advising; (4) involvement in campus learning experiences; and (5) cultures focused on student learning. Furthermore, F. S. Glenn identifies the following factors as being especially important for retention and persistence: (1) intentional and focused first year advising for all students; (2) orientation for credit; and (3) required tutoring and academic advising throughout the student’s educational career.

At CBU the academic advising program aims to support student retention by encouraging students to commit to an educational plan by fostering the development of skills and attitudes needed for academic success, and by strengthening students’ ties to the CBU community.


Part Two: Information for Advisors: What Advisors Should Know

A crucial element of the advisor’s role is to provide advisees with accurate information about a variety of subjects. This section of the handbook offers advisors ready access to information about campus policies, procedures, programs, and resources, and to sample documents that the advisor may wish to use or adapt for advising purposes.

Student Learning Outcomes

Academic advising at CBU seeks to achieve four learning outcomes for students. Advisors should discuss these desired outcomes with their advisees along with ways in which the outcomes may be achieved.

1. Students will craft educational plans based on assessment of abilities, goals, interests, and values.
   a. Students will engage in realistic self-appraisal.
   b. Students will identify the goals of academic advising.
c. Students will understand the respective roles and responsibilities of advisor and advisee.

2. Students will implement educational plans tailored to attain their educational and professional goals.
   a. Students will articulate the connection between their major field of study and desired career path.
   b. Students will incorporate curricular and extra-curricular elements – and will consider including service on campus and in the community – into their educational plans.
   c. Students will access appropriate support services to address their particular needs.

3. Students will assume responsibility for meeting academic program requirements.
   a. Students will use appropriate resources to observe educational requirements, policies, procedures, and opportunities in their educational plans.
   b. Students will use appropriate planning guides to prepare a preliminary course schedule prior to consulting with their academic advisors.
   c. Students will identify the four major learning goals of the general education program as well as the student learning outcomes associated with each goal.
   d. Students will regularly review and adjust their academic plans in consultation with their advisors.

4. Students will develop a sense of social responsibility.
   a. Students will explain Lasallian educational principles of faith, community, and service.
   b. Students will learn and practice academic behaviors conducive to student success and to respectful interactions with faculty, staff, and other students.
   c. Students will identify several key components of professional ethics related to career choices.

Advising Syllabus

The use of an advising syllabus emphasizes the relationship between advising and teaching. The syllabus provides advisees with a clear understanding of their role in the advising process and promotes their active participation. The syllabus that follows is meant as a possible model. Advisors may wish to modify it to reflect their individual approaches to advising.
Academic Planning Worksheets for Students
One of the goals of academic advising at CBU is to encourage students to create an educational plan based on realistic self-assessment. A way to begin the process is by asking new advisees to complete a worksheet that requires them to reflect on their goals and their early ideas about how to pursue them. Advisees can be asked to complete the worksheet before their first advising conference at the beginning of the semester, and the information it provides can become the basis for ongoing conversations with advisees about their goals and plans. Advisors may want to ask students to update information on the follow-up worksheet from time to time.

Advising Conference Records and Documentation
A critical source of information about advisees is the electronic or paper notes advisors keep of advising discussions throughout the semester. These notes can supplement the advisees’ academic planning worksheets by reminding advisors of concerns of their advisees and by helping advisors remember personal information about advisees beyond the official school records. Reviewing these notes prior to meeting with an advisee will remind an advisor of topics on which to follow up. Advising notes should be specific and factual, avoiding subjective judgments and unwarranted inferences. Advisors are encouraged to keep notes in DegreeWorks; however, they are reminded that these notes can be seen by the student, and they cannot be erased.

Legal Issues in Advising (FERPA)
For advising to be successful, advisees must be able to trust that the information they share with advisors about their academic concerns or personal situations will be kept confidential. This right to confidentiality is covered by federal law in the Family Educational Rights and Privacy Act of 1974, commonly known as FERPA, the Privacy Act, or the Buckley Amendment. This federal law protects the privacy of educational records, establishes the right of students to inspect and review their educational records, and provides guidelines for the correction of inaccurate and misleading data through informal and formal hearings. In short, student information, such as grades, GPA, and course selection, should not be accessed or discussed with others unnecessarily.

Information can be shared internally without violating confidentiality, however, in cases of “legitimate educational interest” on a need to know basis. This includes any authorized interest or activity undertaken in the name of the university for which access to an educational record is necessary or appropriate to the proper performance of the undertaking.
Confidentiality of Student Records

In accordance with FERPA, Christian Brothers University students have the right to review, inspect and challenge the accuracy of information kept in a cumulative file by the institution. It also ensures that records cannot be released without written consent of the student except in the following situations:

1. Where school officials and faculty have a legitimate educational interest, such as a faculty advisor;
2. Where the information is classified as “directory information.” The following categories of information have been designated by Christian Brothers University as directory information: name, address, telephone listing, email address, date and place of birth, major field of study, enrollment status, photo, electronic images, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, the most recent previous educational institution attended by the student, and information needed for honors and awards. Students who do not wish that such information be released without their consent should notify the Registrar’s Office in writing prior to the end of the first week of classes.

A complete statement of CBU’s policy on the confidentiality of student records may be found in The Compass.

Students with Disabilities

A Christian Brothers University education provides the opportunity for students to realize their full academic potential. For students with disabilities, certain accommodations may be necessary to achieve this goal. Student Disability Services at CBU are coordinated through the Student Life office. If you believe that you have a disability that requires accommodation, please consult your advisor or contact the Dean of Students, Ms. Karen Conway-Barnett at 901-321-3536.

Financial Aid and Hope Scholarship

Nearly all CBU students receive some financial aid. Advisors should be aware of some basic information about financial assistance at CBU.

Students should read “Understanding your CBU Award.”

For questions about a balance, students should go to the Business Office.

For questions about a financial aid award, students should go to the Financial Assistance.
The Admissions Office awards scholarships, and the Financial Assistance Office adds other funds that students receive on their award letter.

Students should check in BannerWeb whether they lack documentation needed by the Financial Assistance Office.

The Financial Assistance Office posts work-study assignments by noon of the third day of class. For more information about work-study, students can check out the Financial Aid Forms page.

Students should never make a schedule or choose a major because of financial aid.

Students should read “Satisfactory Progress for Title IV Aid”

Before students withdraw from a class, they should visit the Financial Assistance Office and their advisor. Students can withdraw from a class through the online form.

Students with a HOPE Lottery Scholarship should read “Updated Hope Scholarship Information.”

Students must finalize in the Business Office before their financial award appears in their accounts.

Students should never drop below twelve credit hours without checking with Student Financial Assistance.

Student Financial Assistance supports students in helping them finance their education. Advisors should refer students to the office whenever concerns about finances arise.

### Referral Resources

CBU offers many services to answer students’ questions and to meet their needs. Advisors should not hesitate to ask for help in assisting students or to refer them to the appropriate professional resources. The following list of resources will help advisors connect their advisees with campus personnel who can best meet their needs. Students who live off campus should be reminded to dial 321 followed by the campus extension. Advisors who are unsure about identifying appropriate resources to address student concerns should consult the Office of Academic Services. For suggestions on how to make a referral, see Part Three of this handbook.

<table>
<thead>
<tr>
<th>Office</th>
<th>Contact</th>
<th>Extension</th>
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<tbody>
<tr>
<td>Academic Services</td>
<td>Dr. Kelli Hefner</td>
<td>3235</td>
</tr>
<tr>
<td>Business Office</td>
<td><a href="mailto:Bus_office@cbu.edu">Bus_office@cbu.edu</a></td>
<td>3380</td>
</tr>
<tr>
<td>Service</td>
<td>Contact Person</td>
<td>Phone No.</td>
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<tr>
<td>Campus Ministry</td>
<td>Br. Tom Sullivan, Mr. Wilson Phillips, or Ms. Margretta Dobbs</td>
<td>3509</td>
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<tr>
<td>Campus Safety</td>
<td><a href="mailto:safety@cbu.edu">safety@cbu.edu</a></td>
<td>3550</td>
</tr>
<tr>
<td>Career Center</td>
<td>Ms. Amy Ware</td>
<td>3331</td>
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<tr>
<td>Commuter Services</td>
<td>Ms. Karen Barnett</td>
<td>3536</td>
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<td>Counseling</td>
<td>Ms. Sadie Lisenby</td>
<td>3527</td>
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<tr>
<td>Cultural Programs</td>
<td>Ms. Karen Conway-Barnett</td>
<td>3536</td>
</tr>
<tr>
<td>Disability Services</td>
<td>Ms. Karen Conway-Barnett</td>
<td>3536</td>
</tr>
<tr>
<td>Financial Assistance Office</td>
<td><a href="mailto:finaid@cbu.edu">finaid@cbu.edu</a></td>
<td>3305</td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>Ms. Heather Harrington</td>
<td>3260</td>
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<tr>
<td>ITS Help Desk</td>
<td><a href="mailto:help@cbu.edu">help@cbu.edu</a></td>
<td>4438</td>
</tr>
<tr>
<td>Library</td>
<td><a href="mailto:library@cbu.edu">library@cbu.edu</a></td>
<td>3432</td>
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<tr>
<td>Math Center</td>
<td>Br. Joel Baumeyer, F.S.C.</td>
<td>3245</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td><a href="mailto:registrar@cbu.edu">registrar@cbu.edu</a></td>
<td>3889</td>
</tr>
<tr>
<td>Residence Life</td>
<td>Mr. Alton Wade</td>
<td>4102</td>
</tr>
<tr>
<td>School of Arts</td>
<td>Mr. Sean MacInnes</td>
<td>3335</td>
</tr>
<tr>
<td>School of Business</td>
<td>Ms. Christina Brown</td>
<td>3315</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>Ms. Leslie Herlihy</td>
<td>3405</td>
</tr>
<tr>
<td>School of Sciences</td>
<td>Ms. Leah Allen</td>
<td>3445</td>
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<tr>
<td>Student Life</td>
<td>Mr. Wilson Phillips</td>
<td>3531</td>
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<tr>
<td>Writing Center</td>
<td>Dr. Clayann G. Panetta</td>
<td>3360</td>
</tr>
</tbody>
</table>

**Institutional Policies and Procedures**

**Academic Continuation**

To be eligible to continue at Christian Brothers University, a student must maintain a cumulative Grade Point Average (GPA) at or above the minimum acceptable level shown in the following chart.

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>Minimum Acceptable GPA</th>
</tr>
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<tbody>
<tr>
<td>1 – 23</td>
<td>1.5</td>
</tr>
<tr>
<td>24 - 59</td>
<td>1.70</td>
</tr>
<tr>
<td>60 or more</td>
<td>2.00</td>
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</tbody>
</table>

**Academic Probation**
A student whose cumulative GPA falls below this minimum acceptable level in any semester will be placed on Academic Probation for the subsequent semester. If the student attains at least the minimum acceptable cumulative GPA during the probationary semester, Academic Probation will be removed. A student who is returning on probation is limited to 15 hours per semester unless written permission to carry more has been obtained from the Vice President for Academics. If the student does not attain the minimum acceptable cumulative GPA during the probationary semester but does attain a semester GPA of at least 2.00, the student will remain on Academic Probation and may continue at the University.

**Academic Misconduct, Cheating, and Plagiarism**

Academic misconduct is a violation of the principles of integrity in the academic community and will not be tolerated at Christian Brothers University. Academic misconduct is any conduct which distracts from the teaching and learning process of faculty members and students. This includes, but is not limited to: cheating, plagiarism, inappropriate or abusive language, distracting or disorderly conduct, misuse of or damage to property, or conduct dangerous to others.

In all cases of academic misconduct, including cheating and plagiarism, the academic advisor should be notified by the faculty member bringing the charge. Advisors should be familiar with CBU’s relevant policies and should be able to discuss them with advisees, if necessary. The following list summarizes these policies. For complete policy statements, see section 5 of the student handbook, *The Compass*.

1. Prior to the next class meeting after the problem is discerned, the faculty member shall notify in writing, the student, the student’s advisor, the faculty member’s department head and the dean of the school about the incident and the resulting disciplinary action(s).
2. A student may appeal any disciplinary actions by following the grade appeal policy outlined in *The Compass*.
3. Recurrence of the offense may result in the student’s permanent expulsion from the class where the misconduct has occurred or from Christian Brothers University.
4. An instance of severe or grievous academic misconduct may result in permanent expulsion from the University by the Academic Vice President. Any appeal of expulsion shall be made to the President of the University, but his review is limited to ensuring that fundamental fairness guidelines have been met. If fundamental guidelines have not been met, the President can refer the case back to the Academic Vice President.
**Challenge Examinations**
Courses for which Challenge Exams are permitted are determined by the Department Chair after consultation with the department faculty. The form for a Challenge Exam must be obtained from the Web page of the Registrar’s Office. Challenge Exams must be completed before the end of the drop/add period at the beginning of a semester. Students who feel that they have mastery of the material of a particular course may take a departmentally-administered examination for credit in that course. A student wishing to take such a test should consult with the chair of the department in which the course is offered. The student must have the [Challenge Exam Form](#) completed, as well as pay a $100.00 non-refundable fee prior to taking the exam. There is no additional fee for posting, if credit is awarded. No Challenge Exam is allowed for any course which was previously failed either at Christian Brothers University or elsewhere. A student may not retake a Challenge Exam after failure of a previous Challenge Exam in that course.

**Class Attendance**
Every student is expected to attend classroom and laboratory periods regularly. All students are expected to attend class beginning with the first class meeting. CBU has no official Leave of Absence policy. A student who has been absent, even for a legitimate cause, is under obligation to make up the work by special assignment to the satisfaction of the instructor. Any student who has missed a total of eight (8) hours or approximately 20% of class time may be given a mark of “F” after the last day to withdraw from classes has passed. No faculty member is allowed to have an attendance policy which penalizes a student for absences due solely to participation in an official University sponsored activity including athletic competition which requires limited or occasional absences; however, the student must satisfy all academic work required for the course.

**Classification of Students**
A student who has earned 24 semester hours of credit will be classified as a sophomore, 60 semester hours as a junior, and 90 semester hours as a senior. This classification is determined automatically as credits are earned.

**Code of Conduct**
The scholarly studies in an institution of higher learning are best achieved when students strive to meet the challenges provided by the institution with maturity and honesty. This is especially applicable
at Christian Brothers University, which stresses the maxim “Virtue and Knowledge.” It is expected that all students conduct themselves in such a way as to model the mission of the institution. This conduct is required in the classroom, all parts of the campus, and all locales where students are identified as students of Christian Brothers University. Students should refer to *The Compass* (student handbook) for specific conduct policies as well as disciplinary procedures.

**Course Load**

Fall and Spring Semesters: Under normal conditions each student is expected to register for not less than 15 semester hours of credit per semester and not more than 18 hours per semester. Any student who registers for fewer than 12 hours of credit will be classified as a part-time student. Written permission of the School Dean is required to register for more than 18 credit hours per semester. There will be an additional tuition charge for each additional credit hour above 18.

Summer Sessions: A student may enroll in a total of four courses and accompanying labs in the June, July, and Evening sessions combined. Over the ten week period, to be considered a full-time student, the student must be enrolled in at least 12 semester hours. In any one term, a student cannot enroll for more than 7 hours. A student may register for no more than a total of 14 hours without the written permission of the Dean of the School in which the student is majoring. If a student takes a school-sponsored trip immediately after the May graduation date and needs the course for graduation, he or she will be an August graduate. If the course is not needed for graduation, he or she may be a May graduate. Tuition for summer session courses is charged by the credit hour.

**Dropping, Adding, and Withdrawing**

Students are allowed a certain number of days at the beginning of each semester to try out their courses and alter them without penalty. The last day for adding and dropping classes is listed in the Academic Calendar. After this trial period, a student may withdraw from a course but may add no new courses. Such courses will be entered on the permanent record with the mark of “W.” The last day for withdrawing from a course is also listed in the Academic Calendar.

All withdrawals, both partial and complete, must be made by the student through the Office of the Registrar. A student does not withdraw on BannerWeb; instead, he/she must complete the online Withdrawal form. Any student requesting a “complete withdrawal” from all classes will be required to visit the Registrar’s office (40 Barry Hall) to secure the necessary signatures to complete the withdrawal process. The date on the official form will count as the official date of notification for processing the withdrawal. The instructor will be contacted for the date of last attendance, but the
official notification date for processing the withdrawal will be the date of notification. This is the date that will be used by all offices for processing the withdrawal and for any possible refunds. See also the Business Office Withdrawal Policies.

Off-Campus Courses
After a student matriculates at Christian Brothers University, all courses must be taken at the University. The Dean of the School in which the student is majoring must approve any exception to this policy. Under extenuating circumstances, a Christian Brothers University student may request to take courses at another four-year, fully accredited college or university, provided that the student is not repeating a course previously attempted.
A CBU student who wishes to enroll in a course at another institution must:

1. Complete a “Request for Off Campus Course” form prior to taking the course, which includes written authorization of the student’s Department Chair, the Dean of the School in which the student is majoring, and the Associate Registrar.
2. Request that an official transcript of credits be sent to the Registrar’s Office at Christian Brothers University at the end of the session.

Placement (English and Mathematics)

**English:** Any student who has an English ACT Score below a 20, and does not have transfer, dual enrollment, IB, or AP credit, will be required to take ENG 100. All other students will be placed into ENG 111. If a student has transfer, dual enrollment, IB, or AP credit, he/she will be placed in the appropriate class based on the credits awarded.

**Math:** A student's math ACT score determines his or her placement in a mathematics course according to the following table.

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Math ACT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 115</td>
<td>19 and below</td>
</tr>
<tr>
<td>Math 103</td>
<td>20</td>
</tr>
<tr>
<td>Math 105 or 117</td>
<td>23</td>
</tr>
<tr>
<td>Math 129</td>
<td>25</td>
</tr>
<tr>
<td>Math 131</td>
<td>27</td>
</tr>
</tbody>
</table>
A student may qualify for a particular math course by passing the corresponding online placement test in Moodle. For example, a student with a math ACT score of 22 who wishes to place into Math 105 must pass the Math 105 placement test in Moodle. A student can register for the Math Placement tests using his or her email name and password. Practice tests exist that the student can take using a web browser. The student must take the actual test on campus in the Math Center.

**Pre- and Co-requisites**

Information about pre- and co-requisites for particular courses is contained in the CBU catalog in the courses description. For additional details, advisors should consult the chairs of the departments in which the courses are offered.

**Probation Failure**

If the student does not attain the minimum acceptable cumulative GPA during the probationary semester and does not attain a semester GPA of 2.00, the student has failed probation and will be suspended from the University for one semester (Fall or Spring).

Any student who has been suspended because of a failing average will not be eligible to reenter the University until he or she has stayed out at least one semester (Fall or Spring). Credits earned during the semester of suspension because of academic probation are not transferable for re-entry into the University. After the suspension semester, the student may reapply to the University; however, readmission is not guaranteed.

**Readmission**

To be readmitted, a student who has been absent for a semester (Fall or Spring), whether by choice or suspension, must make application for readmission to Admissions (Day or Professional Studies) at least six weeks before registration. Any student applying for readmission who does not have a minimum acceptable GPA must have his or her records reviewed by the Vice President for Academics or an administrator delegated by the Vice President for this purpose. Readmission is not automatic; the Vice President for Academics or his or her delegate may approve or refuse the application.

A student who has been previously suspended and readmitted will be placed on Academic Probation during the first semester back at the University. Any student who has not attended CBU for one academic year or longer will be placed under the degree requirements and academic regulations listed in the catalog of the year of re-entry. Any prior work, whether transfer or CBU credits, may be re-
Repeating Courses
Courses may be repeated in an attempt to improve a grade in any course taken at Christian Brothers University. Computation of the student’s grade point average will be based upon the most recent grade earned in the course, although the record will reflect all grades earned in a course. If a student earns a failing grade in a repeated course, he or she will lose any previously earned credit in that course. No course may be repeated more than two times (a total of 3 enrollments) for the purpose of obtaining a higher grade. A semester or term in which the student withdraws from the course with a grade of “W” will be counted as an initial enrollment or an attempt to repeat the course. A student may not repeat any course off-campus in which a failing grade has been received at Christian Brothers University. Any student who receives financial aid should consult the Student Financial Assistance Office regarding the effect repeating a course has on his or her financial aid.

Student Responsibility
It is the student who is ultimately responsible for knowing and following the courses and graduation requirements published in the catalog. The student is also responsible for becoming familiar with the academic polices, curriculum requirements, and associated deadlines as outlined in the catalog, whether is it is in hard copy or posted to the University Web site. Although the academic advisor is there to aid the student with matters related to the program of study, it is ultimately the student’s responsibility for meeting all stated requirements for the degree and the policies associated with the degree. All CBU students must have a CBU email address. The student is also responsible for any changes that might occur that are posted in the CBU Connection, sent through the official CBU email address, or posted to the University Web site, as these are the primary forms of communication with all students.

Summer Sessions
There are two five-week terms during both the day and evening summer sessions and one eight-week term in the evening. Under extenuating circumstances, a Christian Brothers University student may request to take summer sessions courses at another four-year, fully accredited college or university, provided that the student is not repeating a course with a grade of “I” or “F.” A CBU student who wishes to enroll in summer school at another institution must:

1. Complete a “Request for Off Campus Course” form, prior to taking the course, which includes written authorization of the student’s Department Chair, the Dean of the School in which the
student is majoring, and the Associate Registrar.

2. Request that an official transcript of credits be sent to the Registrar’s Office at Christian Brothers University at the end of the summer session.

Transfer of Credits from Other Institutions

1. To fulfill residency requirements, 35 of the last 70 hours and at least 25% of total hours applied toward a degree must be earned at Christian Brothers University. See school or department requirements for any further restriction on courses in the major area.

2. For optional minor, 50% of required courses must be taken at Christian Brothers University.

3. Only courses with grades of “C” or better will be accepted for transfer from other accredited institutions.

4. Only the hours of credit in accepted courses will be posted on the student's permanent record with no grade point average transferring from other institutions.

5. Permission to take any courses off-campus must receive the prior approval of the student's department chair, Dean of the School, and the Associate Registrar.

6. Waivers to any of these requirements must be made through the Vice President for Academics.

Part Three. The Advising Relationship: What Advisors Should Do

This section of the handbook offers advisors practical ideas for creating positive relationships with advisees. It contains suggestions for planning productive advising conferences as well as information about working with various student populations.

Meeting with your advisee

The basis for the advising relationship is the actually meeting between the advisor and advisees. While some interactions between advisors and advisees may take place at brief meetings focused on specific questions, most advising conferences require a more extended discussion of student goals and plans. Adequate time should be allowed for these more extensive sessions—at least thirty minutes. Successful advising conferences require planning on the part of both advisors and advisees. The discussion that follows should help advisors to plan thoughtful and productive advising conferences for advisees at various stages of their academic careers.

Advising Meetings First-Year Students

While advisees may wish to meet with an advisor at any time for a variety of reasons, all first-year
students should schedule at least three advising conferences at critical points in the semester: during the first two weeks of class, shortly after midterm break, and during the advising/registration period. The advising syllabus instructs students to make these appointments with their advisors, but it's a good idea for advisors to email their advisees to remind them to do so. The advising syllabus also offers students general directions about ways to prepare for advising conferences. Advisors may wish to adapt these directions to meet the needs of their advisees. While advisors will want to set their own goals for these meetings, the following suggestions may help them cover essential issues.

**First Meeting during the First Two Weeks of Class**
For advisors who did not participate in summer advising and registration, this conference may be the first meeting with a new advisee. If so, this is a good opportunity to begin to learn about an advisee’s interests and goals, to discuss the roles and responsibilities of advisors and advisees, and to go over the advising syllabus. Advisors may want to ask advisees to complete the initial academic planning worksheet (found in Part Two of this handbook) before the meeting.

This conference also offers advisors an opportunity to review the advisee’s course schedule and to discuss how the courses are related to general education requirements, major requirements, career goals, and/or personal interests. The best conversations will go beyond simply recalling the place of each course in a paradigm. The goal is to help advisees understand how their courses can contribute to a life of satisfying work, thoughtful self-examination, meaningful service, and a deeper understanding of the world in which they live. For first-year students, in particular, this conversation should include a discussion of the importance of general education.

Students who have not chosen a major or who are uncertain about career choices may be encouraged to consult the Career Center.

Since advisees will have attended several classes, they should be invited to identify any concerns they have about their ability to do well in their courses. This is a good time to discuss time-management strategies and study habits, and to identify resources available to help advisees succeed in their course work (such as the Writing Center and the Math Center).

This early conference is meant to help advisees clarify their goals for the semester and to spot potential obstacles early on. It is also an opportunity for advisors to show that they are eager to help their advisees succeed. Advisors can begin to develop positive relationships with their advisees by listening carefully and sensitively and responding in a supportive manner to their concerns.
**Meeting after Midterm**

This conference should be scheduled as soon as possible after the midterm break. Since advisees and advisors will have access to midterm grades, this conference provides an excellent opportunity for a discussion of the advisees' strengths and weaknesses.

If midterm grades in some classes are a concern, advisors can help advisees identify possible reasons for the poor performance. Advisors may want to ask their advisees some of the following questions:

- What kinds of assignments (papers tests homework projects) are earning poor grades?
- How do you study for tests?
- How much time do you devote to writing papers? Do you write and revise rough drafts, or do you simply write the paper and turn it in?
- Do you complete reading assignments before each class meeting? How many times do you read each assignment?
- Do you take notes on your reading and prepare questions to ask in class?
- Do you always complete written homework assignments?
- Do you attend class regularly and arrive on time?
- Do you bring all of the necessary materials to class (textbook, notebook, pen/pencil etc.)?
- Do you participate in class discussion or other class activities?
- Do you take notes in class? Are your notes helpful?
- If you must miss a class, do you get notes from another student in the class along with any instructions you need to be prepared for the next class meeting?
- Have you spoken with your instructor about your concerns?

Students with poor grades should identify some specific steps to improve their performance. What exactly will they do differently? What resources will they use? Advisors can help their advisees identify resources to improve performance in specific courses (such as the Math Center and the Writing Center). Advisors may want to schedule follow-up appointments with advisees to discuss whether or not they have taken the actions discussed and whether or not performance has improved. It's a good idea for advisors to record advisees' plans so that specific follow-up questions can be asked later in the term. If no follow-up appointments are scheduled, advisors may want to email their advisees and ask about their progress.
Advisors may need to help advisees consider the advantages and disadvantages of withdrawing from a course. Advisors should encourage them to consider the impact on financial aid status, athletic eligibility, and progress toward graduation. Advisors should remind their advisees that they bear responsibility to meet university deadlines for withdrawing from a course.

If advisees are doing well, the midterm conference affords an opportunity to discuss how current course experiences are helping them to shape and develop educational, career, and personal goals. Advisees who are struggling or dissatisfied with their educational experiences at this point may be encouraged to re-examine their goals or their strategies for meeting them.

**Advising for Registration**

The week before the advising/registration period begins, advisors should remind their advisees to make advising appointments and to prepare for these appointments by creating a proposed course schedule. Advisees may ask their advisors to give them their pin numbers via email. Advisors should resist these pleas and insist on discussing advisees' proposed schedules in person. During the conference, advisors should ask them to explain the rationale for course choices. Ideally, the discussion should go beyond noting how the courses fulfill requirements and include some conversation about the relevance of course content to the their interests and goals.

It’s a good idea to invite advisees to consider the factors that might affect their performance, especially those related to time management. Have they considered the kinds of work required in the selected courses (papers, reading assignments, projects, etc.) and realistically assessed their ability to balance academic demands with those of work, family, and extracurricular activities? Have they scheduled too many classes in sequence? Is there time for lunch?

**Advising after the First Year**

Some advisees may wish to continue to meet with advisors each semester during these three critical times; others will want fewer meetings. In all cases, advisors should schedule at least one extended advising conference with each advisee each semester. This conference will most likely take place during the official advising and registration period. While the focus of conferences for students beyond the first year may vary according to their needs, advisors should continue to help advisees to examine their goals and reflect on strategies to achieve them. To ensure that advising conferences help advisees meet curricular requirements as they assume increasing responsibility for their educational
plans, advisors should

allow at least thirty minutes for advising conferences
ask advisees to prepare for conferences by creating a tentative schedule of courses, a rationale for the courses chosen, and a list of questions for the advisor
prepare for conferences by reviewing and updating advising checklists and by reviewing the schedule of course offerings for the upcoming semester
begin conferences by inviting advisees to review educational, personal, and career goals and assess their progress toward meeting them
examine the relationship between the advisees' proposed course schedule and the goals they have identified
note special academic opportunities, such as Honors courses for Honors Program students, special topics courses, etc.
discuss whether the proposed schedules will allow them to meet academic demands while balancing personal, work, and extracurricular responsibilities
discuss extracurricular opportunities that relate to career goals or personal development
discuss relevant research, internship, work, or volunteer opportunities as well as opportunities for study abroad
review advisees’ academic performance and discuss specific strategies for improvement, including the use of campus resources such as the Math Center or the Writing Center
maintain advising records, including updated checklists, waiver forms, relevant emails, etc.
touch base with advisees throughout the semester, as appropriate, about grades, goals, and plans


Advising Specific Student Populations

This section provides information on various student populations in order to assist advisors with understanding and addressing each group's characteristics and needs. The Office of Academic Services can offer additional information and assistance.

First-generation College Students
CBU has a significant percentage of first-generation students. Most of these students, whose parents have had no college or university experience, enter college without as much preparation as their counterparts. According to a study done by the National Center for Education Statistics, first-generation students earn lower grades and are more likely to drop out. Advisors of first-generation college students may find that they need extra assistance in the following areas:

**Developing supportive relationships.** Since first-generation students may lack some of the support systems available to others, they should be encouraged to develop relationships with those who can help them succeed, for example, by joining professional groups within their majors or by seeking mentors in academic departments and in fields related to career aspirations.

**Negotiating campus bureaucracy.** First-generation students may need extra help in understanding the role of various campus offices, in becoming familiar with university policies and procedures, and in identifying campus resources. Advisors can help advisees identify specific sources of information and assistance and offer advice on how to make use of these resources. Advisors should provide names and office extensions to make contacts easier.

**Understanding academic expectations.** First-generation students may need help in recognizing the importance of basic academic expectations regarding class attendance, meeting deadlines, and time spent on studying outside of class. They may experience challenges in balancing academic expectations and other responsibilities.

**Persistence.** Since first-generation students are at greater risk for dropping out, advisors should be aware of various resources for intervention. The Office of Academic Services can help identify such resources.

Additional information on advising first-generation students can be found in the following sources:

Peters, Lorenth. “Practical Ways We Can Assist First Generation Students”.  
[http://www.nacada.ksu.edu/AAT/NW30_3.htm#11](http://www.nacada.ksu.edu/AAT/NW30_3.htm#11)

*First in the Family: Your College Years*, a 124-page book that shares stories and tips and includes 6 audio slideshows  
First-Year Students
CBU holds Spring and Summer Orientation sessions during the summer for new students and their parents and Welcome Weekend just before the first day of classes. Students are required to attend one of these sessions to ensure that they receive important information regarding academic policies and procedures, course registration, BannerWeb, support services, and more. The Spring and Summer Orientations are two-day events.

Advisors of first-year students should be familiar with general education requirements and know where to access information on various majors and programs. They should also be familiar with the concerns and experiences unique to students who are making the transition from high school to CBU. These students may need help in working with professors, balancing personal life and academics, choosing student activities, selecting or changing majors, devising study strategies, and developing time management skills. Advisors should also be aware of personal concerns that may affect the academic experience of first-year students, for example,

- anxiety about meeting family or personal expectations
- lack of familiarity with academic standards and culture
- uncertainty about choosing a major or career
- negotiating new living situations and social pressures
- personal issues with family, roommate, etc.

Advisors of first-year students should be sensitive to such concerns and familiar with the campus resources available to help their advisees address them. NACADA’s Clearinghouse has additional information on first year students.

Generational Advising
Advisors should attempt to learn about the characteristics of the generation of students they are advising and to apply that knowledge to their advising. NACADA’s Clearinghouse provides information on Generational Advising.

Student Athletes
In advising student athletes, advisors should be aware of NCAA requirements regarding eligibility and of the athlete’s need to balance academic demands with athletic responsibilities during the season for his or her sport. For information regarding these matters, advisors should consult the Faculty Athletic Representative, Brother Walter Schreiner, at 321-3754 or the Assistant Athletic Director, Ms. Donna Crone at 321-3478.
**Underprepared or “At-risk” Students**

Students who are academically underprepared (i.e. those with low high school GPAs or ACT scores) experience the concerns shared by all students who are making the transition from high school to college. However, they may also encounter additional difficulties, putting them at a higher risk of dropping out of school than students with stronger academic preparation. Advisors of underprepared first-year students may need to help them address some of the following personal and academic issues:

- difficulty in setting specific, realistic educational goals and establishing academic priorities
- poor basic academic skills (reading, writing, and/or math)
- underestimating the work required for college success
- inadequate study and time-management skills
- failure to take responsibility for academic performance
- reluctance to ask for help
- poor communication skills
- motivational problems

At-risk students may need preparatory course work in writing and/or math and help in developing study skills. They may need extra assistance in defining realistic academic goals, for example in choosing a major in which they can be successful. Academic advisors and the Office of Academic Services can help these students identify and develop their potential. Advisors should encourage at-risk students to take advantage of university resources, including the Career Center and academic support services such as the Writing Center and the Math Center.

For more information about at-risk students, visit NACADA’s Clearinghouse for information on at-risk students and advising issues.

**Undecided, General Studies, or Exploratory Students**

Advisors of undecided, general studies, or exploratory students should be aware of the particular needs of this population. While some undecided students have many academic interests and strengths and may be excited about opportunities to explore a variety of options, others are anxious because they have not chosen a major. They may be troubled about their uncertain career goals or concerned that they will not be able to graduate in four years. These students may need some reassurance.
Advisors should explain that many students entering CBU have not yet decided on a major or future career, and that many students change their majors two or three times before they discover the field that suits them best. Undecided students, aided by advisors and other faculty members, have excellent opportunities to engage in fruitful reflection and self-examination in order to identify appropriate majors and to plan for rewarding careers. With good academic planning, these students may still be able to graduate within four years.

Advisors should help undecided students examine their personal and academic strengths in order to make thoughtful and realistic decisions about majors and careers. Undecided students should be encouraged to research various majors and career choices and to use the resources of the Career Center to help them assess their interests and strengths. Advisors should encourage undecided students to use general education courses to explore a variety of disciplines. Introductory, discipline-specific courses, used as elective credits, may also help students identify areas of interest. For example, if a student is thinking about a career in business, an advisor could advise him or her to take BUS 103, Introduction to Business or HUM 200, Foundations of Global Studies.

Some general studies students at CBU are so classified because they have not yet met entrance requirements for their desired areas of study. For example, a student who wishes to study engineering may not have the requisite math skills, which is enrollment into MATH 117. Advisors of such students should make sure their advisees clearly understand what they must do to meet these requirements. Advisees should also be encouraged to assess their academic strengths and weaknesses and to explore alternative paths if that seems appropriate.

**Time-Management Hints and Skills**

Students who are having academic difficulties may need help with time management.

- Clarify and list your objectives. Set priorities.
- Focus on your objectives.
- Make a 'to-do list' daily.
- Know your peak times. Work on your priority projects at peak times.
- Take time to do work right the first time.
- Control interruptions.
- Try to finish what you start.
- Learn how to conquer procrastination.
- Commit yourself to only those activities that you can manage in the time you have.
- Take proper care of yourself. Take time to dream, to relax, to live.

Students with significant problems in this area may be referred to the Office of Academic Services.

Also suggest that your students visit the following resources:

- Dartmouth
- Campus Calm
- US News
- College Board

**Study Skills**

Advisees may need help with particular study skills such as note taking or test taking. They may benefit from discussion of ways to create a good study environment or ways to organize their work. You, as a professor in their major, can often provide study tips specific to your major courses. Also, the Office of Academic Services can assist students in these areas and can offer additional information to advisors who wish to work with their advisees.

NACADA provides a list of [Academic Resources](#). The Biology Department has created a [student survival skills](#) website. Suggest that students also look at resources from:

- Indiana University-Purdue University Fort Wayne
- Dartmouth College
- University of Michigan
- Ohio University
- Penn State University
- Angelo State University
- Columbia College

**Academic Etiquette: Lasallian Behavior in the Classroom**

Some students may need guidance in meeting the standards for courtesy in academic interactions, both in and out of the classroom. While this subject is covered in Orientation 100 and many instructors include these points in the course syllabus, advisors can help their advisees become more considerate members of the CBU community by reinforcing these guidelines.
When you became a student at Christian Brothers University, you joined a community of learners. If our community is to foster learning and growth, it must be based on mutual respect among all participants. The following items offer you some specific guidelines for respectful behavior in an academic setting.

1. It is important to **arrive on time for every class**. Arriving late causes you to miss important information. It is also distracting for the professor and for other students.

2. It is respectful to **give your full attention to each class**. When you enter a classroom, please turn off and put away all electronic devices, including cell phones and earpieces. Do not text! If you are permitted to use a laptop, use it for taking notes, not for checking email or for performing other activities not related to class discussion.

3. Remember that other students, as well as your teacher, are trying to concentrate on material being covered in class. Please **refrain from disruptive or distracting behaviors**, which include entering or leaving the classroom when class is in session, digging through backpacks or notebooks, conducting personal conversations, copying notes for a previous class period or for another class, reading textbooks for another class, or reading newspapers.

4. Do not bring to class food or beverage items that are noisy to open or to eat. Please put paper and cans in the wastebasket when you leave the classroom.

5. **Sleeping in class or putting your head on the desk is disrespectful** of the professor and other students. If you genuinely feel ill, you should quietly leave the classroom and explain later to your professor.

6. When you miss a class, do not go to the professor and ask, “Did I miss anything important?” Instead, always have the names, email addresses, and phone numbers of at least two other students in class so that you can contact them if you should miss class. Once you have this information, it is acceptable to visit with the professor so that he or she may clarify whatever you don’t understand or explain whatever you need help with.

7. **When you email a professor, consider it to be a formal communication.** Observe appropriate rules of grammar and punctuation and sign your full name. Do not write in a text messaging code.

8. When you visit a professor, **always knock on the faculty door**, even if the door is open. Do not interrupt if the professor is in conference with someone else.

9. Some professors will include additional classroom guidelines on the syllabus. Be sure to read them carefully. **You are responsible for anything stated on the syllabus.**
The Biology department shares “A Modest Proposal” for their students, suggesting appropriate behavior.

**Advising the Whole Person**

While the primary role of advisors is to assist advisees with educational planning, effective advisors recognize that the students they advise are unique individuals with particular gifts. Students come from very different backgrounds, and each one has a distinct combination of strengths and weaknesses, challenges and aspirations. Good advising takes the whole person into account, recognizing that educational success is intrinsically related to the student’s physical, emotional, and spiritual wellbeing. Advisors should be ready to refer their advisees to the campus resources available to aid them in these areas of personal development. Some of these resources and their relevance to advising are briefly described here.

**Campus Ministry**

The mission of [Campus Ministry](#) at Christian Brothers University is to prepare students for lives of moral responsibility and constructive community involvement. To that end, Campus Ministry fosters the faith of all students and offers pastoral care to the community by

- Developing and supporting an active faith community
- Fostering spiritual enrichment by supporting dialogue, harmony, and interpersonal relationships between students, faculty, and staff
- Helping students to integrate faith and life experiences
- Encouraging students through community, outreach, and service

Campus Ministry also offers many service and volunteer opportunities for interested students.

**Counseling Center**

The primary mission of the [Counseling Center](#) is to assist students in accomplishing personal and academic goals by providing opportunities to support and enhance personal growth and development of the whole person especially in emotional, social, physical, and intellectual realms.

The Counseling Center offers assistance and services to all students affiliated with Christian Brothers University. Confidential, professional services include personal counseling, crisis counseling/intervention, personal development seminars, consultation and referrals. Services are available on a walk-in or by appointment basis from 8:00 a.m. to 4:30 p.m. Monday through Friday. Services of a
part-time clinical psychologist are available by appointment through the Counseling Center.

For after-hours emergency assistance, students may call campus security or check under "Crisis Telephone Numbers" (below) for community resources providing 24-hour assessment/assistance at no charge.

<table>
<thead>
<tr>
<th>Health Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CBU Campus Safety Office</td>
<td>321-3550</td>
</tr>
<tr>
<td>Community Behavioral Health</td>
<td>577-1004</td>
</tr>
<tr>
<td>Crisis Center (database of 3,000 referrals)</td>
<td>274-7477</td>
</tr>
<tr>
<td>Lakeside Crisis Intervention</td>
<td>377-4733</td>
</tr>
<tr>
<td>Rape Crisis (Memphis Sexual Assault Resource Center)</td>
<td>272-2020</td>
</tr>
<tr>
<td>St. Francis Behavioral Health Services</td>
<td>765-1400</td>
</tr>
<tr>
<td>Suicide and Crisis Intervention</td>
<td>274-7477 or 1-800-SUICIDE</td>
</tr>
</tbody>
</table>

Health Resources

Health Resources strives to assist students achieve their educational goals by promoting good health practice and providing accessible, comprehensive, and cost-effective primary health care and educational outreach.

A Registered Nurse is available on Monday through Friday, from 9:30 am until 1:30 pm (when school is in session) to consult with students about their health needs. A Family Nurse Practitioner is available on Wednesdays from 8:30 until 11:30 am. Appointments can be made by calling 321-3260, and walk-ins are welcome.

Many over-the-counter medications and first aid supplies are available to students and faculty/staff at no charge. Laboratory testing, such as strep A screening, urine pregnancy testing, blood glucose monitoring, and urine screening is performed when clinically indicated. There are no charges for a clinic visit or above testing. If additional labs are needed, charges will apply (billed to patient or insurance).

Health Resources staff can assist students with obtaining TB skin testing or immunizations through local resources. Flu shots are available annually at cost to faculty, staff and students.
Student Organizations and Other Opportunities

Advisors can contribute directly to the personal growth of their advisees by encouraging them to take advantage of opportunities to broaden their horizons, develop their skills, and deepen their commitments to service. Some activities that CBU students can choose to explore are:

1. Independent research projects
   - Conducted with CBU faculty
   - Conducted at University of Memphis or elsewhere
   - Summer research internships

2. Student organizations and activities in which students can develop leadership skills
   - SGA
   - Lasallian Ambassadors through the Admissions Office
   - Students Helping Students – Peer Counselor, CARL, and Peer Mentor Program
   - Greek organizations
   - Tri Beta
   - Up Til Dawn
   - Black Student Association
   - MHIERT (Minority Health International Research Training)
     - Uganda - art therapy and traditional vs. modern healing practices
     - Brazil - animal field research and lab research

3. Volunteer activities at local agencies – e.g., Exchange Club, Memphis Child Advocacy Center, Memphis Zoo. The Commercial Appeal regularly lists local volunteer opportunities.

4. Study Abroad
   - Week-long fall and spring break trips with CBU faculty
   - Four-week summer trips to England with CBU faculty
   - Semester-long independent experience

5. Career Center
   - Resume workshops
   - Behavioral interviewing
   - Salary negotiation
   - Practice GRE
   - Personality and interest assessments
Goal-Setting, Goal-Monitoring, and Problem-Solving Skills

Goal-Setting and Monitoring

An important part of the advisor’s role is to help advisees develop and follow academic plans. To achieve a successful plan, advisees must learn to set realistic goals and to monitor their progress toward achieving them. Advisors can help advisees create sound educational plans in several specific ways, including

**Assisting advisees in expressing their goals clearly and concretely.** Advisors may wish to ask advisees to create a written statement of goals. Others may prefer a less formal approach. In any case, advisors should help advisees clarify their goals by asking questions that encourage clear definition along with reflection on rationale.

**Encouraging advisees to use realistic self-assessment in developing goals.** Test scores, grades in introductory courses, conversations with faculty, and consultation with the Career Center may help advisees develop achievable goals.

**Identifying the specific steps needed to achieve particular goals.** Advisors should help advisees create comprehensive educational plans that take into account both immediate and long-term strategies for their completion. Advisees need to understand the sequence of steps needed to reach their goals (for example, choosing courses to prepare them for admission to graduate programs necessary to pursue certain careers).

**Discussing the level of motivation and commitment required to achieve goals.** Advisees who need assistance with study skills, time management, and balancing responsibilities may benefit from discussions relating these issues to long-term as well as immediate goals.

**Reminding advisees about how specific curricular and extra-curricular choices relate to larger goals.** Advisors should encourage advisees to consider how both course work and extracurricular activities contribute to educational goals and personal growth. Questions such as “What must I take next semester?” should be related to a discussion of long-term goals.

**Inviting advisees to monitor and assess their progress on a regular basis.** Advisors should encourage advisees to continue to clarify their goals and to assess their progress toward meeting them. In particular, advisees should reflect on strengths and weaknesses, plan strategies for improvement, and adjust their plans as needed.

NACADA provides additional resources on [goal setting](https://www.nacada.ttu.edu/). 

Problem Solving
Advisees often consult advisors about particular problems, for example, academic difficulty in a particular course, perceived deficiencies in basic skills (usually math or writing), or registration issues such as closed classes or course sequencing. Good advisors not only help their advisees address their problems, but they also encourage students to assume responsibility for their education by developing specific problem-solving skills:

**Defining the problem.** Advisors should help students identify the problem as specifically as possible and to explore reasons why the problem is occurring. For example, if advisees are not doing well in a course, advisors should help advisees identify the particular assignments or tests that are leading to poor grades and examine the current study strategies that are not working well. Asking specific questions can help advisees move from a general notion of the problem to a clear understanding of the problem and its origins.

**Devising a plan.** Advisors can help advisees describe strategies for solving the problem. These strategies should consist of specific actions to be taken by the student. Should the student consult the teacher? Visit the Math Center or the Writing Center? Make specific changes in study habits? Avoid missing class? Advisors can help students identify multiple strategies for addressing a problem and can refer them to the appropriate people or offices who can help.

**Following through.** Advisees may be able to identify problem-solving strategies but fail to apply them. Advisors can help encourage follow-through by scheduling a time for advisees to report on how well they followed a problem-solving plan. If a meeting is not scheduled, advisors can encourage follow-up via email. Did the student consult the Math Center as planned? Did she make the appointment with the professor? Is he studying at least two hours out of class for each hour in class, as promised?

**Evaluating the plan and learning from it.** Advisees should be encouraged to evaluate their success in solving problems. Did the plan work? Did they follow it? Did it have to be modified? What did they learn from the experience? How can similar problems be avoided in the future?

Laying out these steps makes the process sound formal and cumbersome. In practice, however, advisors help advisees learn problem-solving skills whenever advising conversations include certain kinds of questions: Why are you having this problem? What do you plan to do about it? How will you avoid this problem next time?
There is more information on critical thinking, problem solving, and decision-making through NACADA.

**Advocacy, Intervention, and Referral Skills**

The model of advising as teaching aims to encourage students to assume responsibility for their own educational plans. However, there are circumstances that require advisors to serve as student advocates or to intervene on the behalf of their advisees. Students may need help in understanding academic policies and procedures or in negotiating complex campus bureaucracies. They may become frustrated or discouraged in attempting to resolve difficulties. Students need a reliable source of support during times of difficulty and stress. This supportive role is an important part of academic advising. Advisors can help their advisees by providing clear and accurate information, by making appropriate referrals, and by facilitating student contacts with persons who can help them solve their problems. While advisors represent the institution and should follow its policies and procedures, they serve as student advocates by urging change when those policies and procedures seem to work against the best interests of their advisees.

**Intervention Skills**

The need for advisor intervention may become apparent in discussions with advisees or through communication about advisees from faculty and staff. When someone indicates that personal matters may be having a serious effect on the advisee’s academic performance or wellbeing, the advisor should assess the need for intervention and identify campus resources for possible referral.

When an advisee initiates a conversation about a personal problem that is causing academic disruption, the advisor may wish to use the problem-solving strategies described more fully in the section on problem solving in this handbook. That is, the advisor may be able to help by encouraging the advisee to define the problem clearly, to create a plan, and to follow through. This discussion may also help the advisor to discern whether the matter can be addressed through academic advising or whether the advisee should be referred to a counselor.

If the concern is raised by a third party, the advisor may need to begin the intervention by helping the advisee recognize and admit that a problem exists before moving to a discussion of problem-solving strategies.
In all cases, advisors should listen attentively and empathetically to their advisees' concerns and attempt to help them address the academic dimension of these concerns rather than attempting to solve their personal problems. If a problem is creating a severe disruption in the advisee’s academic performance or personal life, the advisee should be referred to a counselor.

The CBU Counseling Center offers the following suggestions for identifying advisees who may need intervention. Consistent negative changes over time are more significant indicators of a problem than occasional and immediate problems. A combination of several factors more than any single symptom is most likely to indicate a problem.

Some possible warning signs that indicate a student in distress follow:

Performance
- declining grades and lower quality of class participation and assignments
- requests for extensions
- increases in absences or lateness
- difficulty in concentration
- trouble with note taking
- bizarre, aggressive or morbid comments or written content

Behavior
- frequent tiredness or sleeping in class
- excessive doubt or pessimism
- nervousness, sadness or preoccupation
- marked changes in regular habits
- hyperactivity or rapid speech

Emotions
- reduced motivation
- extreme show of boredom
- extreme reactions regarding compliance or achievement
- erratic behavior
- verbal abuse
- depression
withdrawal from others

The Referral Process

Advisors who have built a network of relationships with various campus offices are in the best position to make appropriate referrals. Advisors who have developed positive relationships with their advisees will be able to make those referrals tactfully and supportively. The following guidelines should help advisors in considering and making referrals to a variety of resources, including academic services and personal counseling:

If an advisee discusses a problem, the advisor should listen carefully to the advisee’s concerns and ask questions to gain an understanding of the problem. If the advisor initiates the discussion because of concern about the advisee, the advisor should talk first about what prompted the concern. The advisor should be honest and focus on specifics. The advisor should convey willingness to help. He or she should be calm, compassionate, and non-judgmental.

The advisor should consider whether he or she is qualified to offer the advisee the needed assistance or whether another campus professional would be better suited to meet the student’s needs.

The advisor should identify and discuss possible resources the advisee might use to address his or her concerns, making sure the advisee understands what these resources have to offer and why the advisor is making the referral.

The advisor should address any fears or misinformation the advisee may have about referral resources. For example, the advisee may wrongly believe that the Writing Center exists to “fix” deficient papers, or the advisee may not understand the role of counseling in helping people to address personal difficulties.

The advisor should be aware that the advisee may respond in a variety of ways. He or she may respond positively or react with hostility. The advisor should not take a negative or indifferent response as a wasted effort.

The advisor should encourage the advisee to use referral resources before taking other actions. For example, a advisee who wants to drop a class might be advised to meet with the instructor, work with the Writing Center or the Math Center, talk with a financial aid counselor,
or work with the Office of Academic Services to improve time management skills. If personal matters are affecting performance, the advisee may consult the Counseling Office.

The advisor should give the advisee the name of a contact person in the appropriate office. If an appointment is necessary, the advisor should offer use of the office phone to make the appointment and should provide directions to the appropriate office.

The advisor should help the advisee to make the best use of the referral by identifying questions to ask and results to pursue.

When appropriate, the advisor should inform the person or department who will assist the advisee about the referral.

If it seems appropriate, the advisor should develop a follow-up plan with the advisee to assess the results of the referral.

For a list of referral resources at CBU, see Part Two of this handbook. For additional discussion of referral skills, see

“Helping Students in Distress: A Guide for Faculty and Staff.” Christian Brothers University Counseling Center.

http://louisville.edu/advising/advisors/advisor-handbook/relational/tips-for-making-referrals.html

http://www.nacada.ksu.edu/clearinghouse/m02/Counsel.htm

Communications Skills for Advising

The model of advising as teaching may require a new set of communications skills for advisors accustomed to a prescriptive model. While both advising models rely on clear communication, advising as teaching also requires advisors to listen carefully and to ask open-ended questions that encourage their advisees to explore options and make choices for themselves.

The following points include some basic principles for effective communication with advisees. These principles are probably familiar to many teachers and advisors, but even experienced advisors may benefit from reminders about ways to communicate effectively with their advisees and to create
positive advising relationships.

**Listening.** Listen to your advisee without interrupting to offer premature comments or suggestions. Reserve judgment about the situation until he or she has finished speaking. Ask questions, if necessary, but wait until the advisee gives you an opportunity to do so. Be attentive to non-verbal cues that may help you understand what he or she is trying to say.

**Asking questions.** Ask questions that will help you and the advisee understand the situation under discussion more clearly. Try to get the advisee to analyze the situation and to offer ideas about solving problems. Don’t be too quick to offer your own solutions.

**Setting the tone.** If the advisee is angry or distressed, speak calmly and offer reassurance. Don’t become defensive.

**Speaking clearly and honestly.** Offer information as clearly as possible and ask questions to make sure your advisee has understood. If you don’t know the answer to an advisee’s question, say so; and then get the information as soon as possible. Admit your mistakes. Deliver bad news sympathetically, but also honestly and directly.

**Showing empathy.** Show advisees that you understand the challenges they face as they make important transitions in their lives. If it seems appropriate, share your own experiences in dealing with similar challenges.

**Respecting student autonomy.** Remember that advisees are responsible for making their own choices. Don’t try to make those choices for them.

**Giving and receiving feedback.** Before ending a conversation, make sure that you have responded thoughtfully and helpfully to the advisee’s concerns and that the advisee has understood your response. Ask if the advisee has any concerns that have not been addressed. Respond promptly to email or phone messages from the advisee.

**Following through.** If appropriate, follow up on conversations and other communication at a later date.

For further information on communicating effectively with advisees, see


Gordon, Virginia (1985), The Advising Interview. In D. Crockett (ed.), *Advising Skills, Techniques, and*
Resources. Iowa City, Iowa: The American College Testing Program.

References and Bibliography


http://www.nacada.ksu.edu The National Academic Advising Association calls itself the global community for academic advising.

http://nacada.ksu.edu/Clearinghouse/AdvisingIssues/index.htm The Clearinghouse page contains a list of topics grouped by categories and a search function.

http://www.nacada.ksu.edu/AAT/index.htm Academic Advising Today is a free quarterly electronic publication of the National Academic Advising Association.

http://dus.psu.edu/mentor/ The Mentor is a free electronic publication about academic advising.